

**THE INFLUENCE OF USING CHORAL READING (CR)
STRATEGY TOWARDS STUDENTS READING COMPREHENSION IN
NARRATIVE TEXT OF THE EIGHTH GRADE OF SMPN 1 TERBANGGI
BESAR ACADEMIC YEAR OF 2020/2021**

An Undergraduate Thesis Proposal

Submitted as a partial Fulfilment the Requirement for S1-Degree

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LAMPUNG
2021**

ABSTRACT

THE INFLUENCE OF USING CHORAL READING STRATEGY TOWARDS STUDENTS READING COMPREHENSION IN NARRATIVE TEXT OF THE EIGHT GRADE OF SMPN 1 TERBANGGI BESAR ACADEMIC YEAR OF 2020/2021

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Reading is one of language skills that should be mastered by the students. In reading the text we can find the knowledge, information that we never know before. The students reading comprehension at SMPN 1 Terbanggi Besar is still low especially in reading narrative text. To solve the problem, the researcher applied Choral Reading Strategy as the strategy of this research. The teacher asked students to work together in pair to read a text and answer question. The objective of the research is to know whether there is significant influence of using Choral Reading Strategy towards students reading comprehension of the eight grade at SMPN 1 Terbanggi Besar in academic year 2020/2021.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII A and VIII B which consists of 60 students. The treatments were held 3 meetings, 2X40 minutes for each. The population of the research was the eight grade students at SMPN 1 Terbanggi Besar. In collecting the data writer used instruments in form of multiple choice test. After conducting try-out, the instrument used pre-test and post-test. The total items of the pre-test and post-test were 20 items for each. After giving pre-test and post-test, the writer analysed the data by using SPSS to compute sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.040. its lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result data analysis, the researcher conclude that, there is significant influence of "Choral reading Strategy" towards students' reading comprehension in narrative text of the eight grade of SMPN 1 Terbanggi Besar in the academic year 2020/2021.

Key words : *Choral Reading Strategy, Reading Comprehension, Quantitative*



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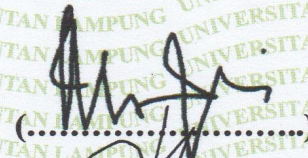
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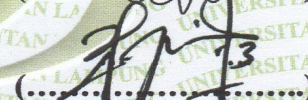
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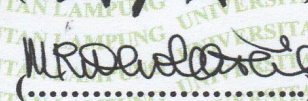

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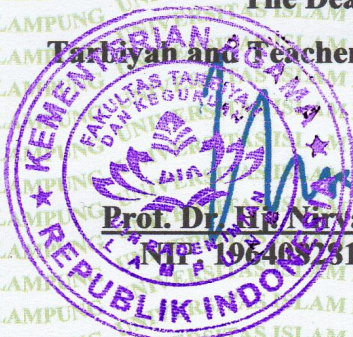

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DECLARATION

The writer is a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for
the content of this thesis. Other writers' opinions or findings included in the thesis
are quoted or cited in accordance with ethical standards.

Bandar Lampung, April 2021

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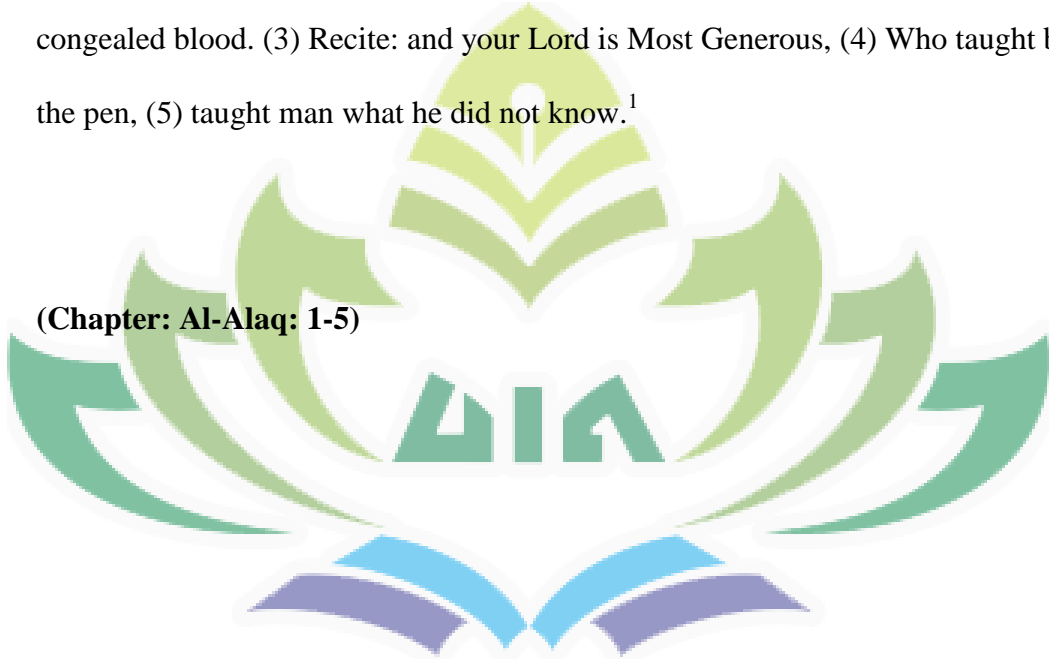
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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣ الَّذِي عَلَّمَ بِالْقَلَمِ
٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

(1) Recite in the name of your Lord Who created,(2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹

(Chapter: Al-Alaq: 1-5)

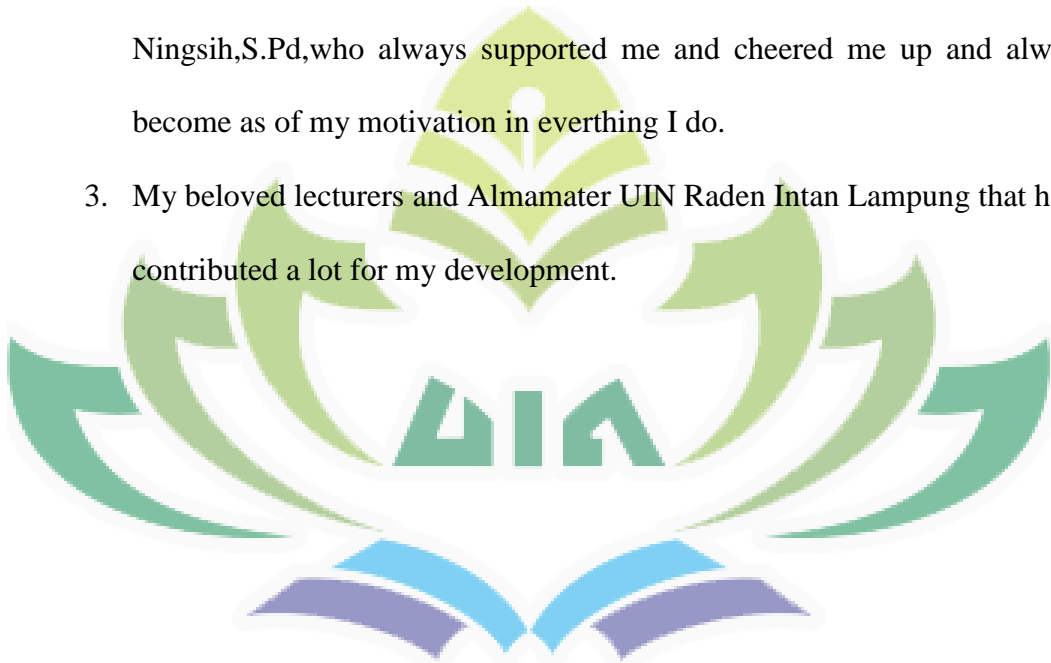


DEDICATION

¹ “Tafheemul Quran Surah 96 Al-‘Alaq, Ayat 1-5” (On-line), Available on: <http://www.islamicstudies.info/> (October, 01 2018)

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deep heart and great love, I would like to dedicatedthis thesis to:

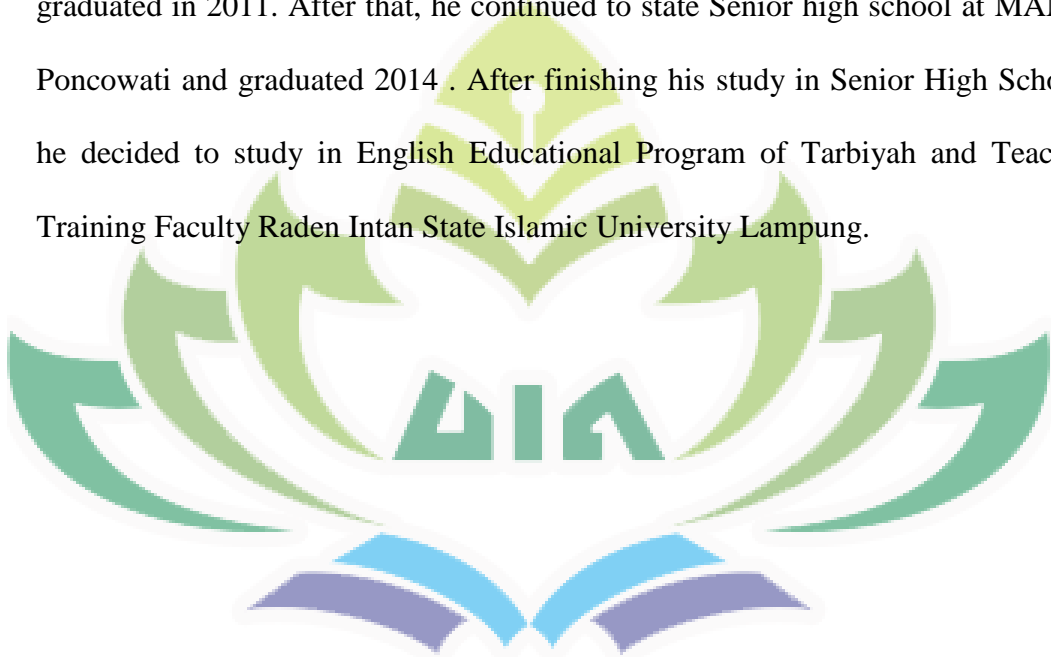
1. My beloved pararents,, (alm) Mr. Suwarno and Mrs. Wagiye, who have always prayed and supported for my success and advised me. Thank you for all the motivation and everything for me. I do love you forever.
2. My beloved Sisters, Nita Setyawati,S.Pd and Dwi Rahayu Ningsih,S.Pd,who always supported me and cheered me up and always become as of my motivation in everthing I do.
3. My beloved lecturers and Almamater UIN Raden Intan Lampung that have contributed a lot for my development.



CURRICULUM VITAE

The writer's name is Tri Riyan Septiawan. He is called Riyan. He was born in Poncowati on September 18th 1996. He is the third child of alm Mr. Suwarno and Mrs. Wagiyem.

The writer began his study in Elementary School at SDN 4 Poncowati in 2002 and graduated in 2008. He continued his study in Junior High School at SMPN1 and graduated in 2011. After that, he continued to state Senior high school at MAN 1 Poncowati and graduated 2014 . After finishing his study in Senior High School, he decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung.



ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the almighty God. For blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and his followers.

This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

He wishes, however, to give her sincerest gratitude and appreciation to:

1. Prof. Dr. H. Moh. Mukri, M.Ag., the Rektor of UIN Raden Intan Lampung.
2. Prof.Dr.Hj. Nirva Diana,M.Pd., the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his staff, who has given and opportunity and for bearance to the writer when on going the study until the accomplishment of this thesis.
3. Meisuri,M.Pd., the chairperson of English Education study program, who always patiently guided the writer until the completion of this thesis.
4. Iwan Kurniawan, M.Pd., the first advisor for his guidance help and countless time given to the writer to finish this thesis.
5. M.Ridho Kholid,S.S, M.Pd., the Co-Advisor, for the patience in giving guidance and support for the finalization of the thesis.

6. Satino,S.Pd., the headmaster of SMPN 1 Terbanggi Besar. Budi Santos, S.Pd, the English teacher, also teacher and staff there for allowing her to carry out this research in their instruction and for giving contribution while she was conducting the research there.
7. All the students of the second semester of the eighth grade of SMPN 1 TerbanggiBesar in the Academic Year of 2020/2021.
8. All lecturers of the English Departement of UIN Raden Intan Lampung who have tought the writer since the first year of her study.
9. The writer's friends especially, Urbackh Nurul Utami, S.Pd, Ranty Ade Puspita,S.Pd, Mutiara Novitasari, S.Pd and all friends of class C in English Departement 2014 of UIN Raden Intan Lampung who cannot be mentioned individually here.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. For this, the writer truthfully expected criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, April 2021

The Writer,

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CHAPTER I

INTRODUCTION

A. The Background of the problem

Language is a set of rules used by humans as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules; otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well. Even worse, they cannot understand each other. Therefore, in order to be successful to join a communicative interaction, the members of a speech community must use their language according to the conventional rules they share among themselves.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia where English is not spoken in the society, accuracy is really the focus in learning English.¹ Now, people learn English when they start to attend to pre-elementary school.

Reading skill becomes very important in the education field since students need to be exercised and trained in order to have a good reading skill. Reading is a valuable activity to do. By reading, readers will get a large amount of new knowledge. There are no certain rules to choose texts to read and the way how to read them. According to Grabe, there are many ways that people engage in reading and

¹ Bambang, Setiadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 21

different reading task call for distinct combinations component skills.² Elly in Grabe states that they can read basic forms, read advertisements, read newspapers and use basic reading skills in their work and their daily life when need.³

Reading is very useful for human being, but reading skill is more complex and difficult skill to be comprehensible and mastered, especially for students. Important role of reading enables the students to be able to receive information well. Karen said that Reading is a complex process made up of several interlocking skills and processes.⁴ It means that reading is a complex process between students' ability to read and process itself.

However, as a reader, we have to prove that there will be something taken by our reading activity. It means that we understand the task well. Cerver in Grabe says, "Reading for General comprehension is the most common purpose for reading among fluent readers and it is default assumption for term reading comprehension."⁵ Everyone can be said as a good reader if he/she is able to comprehend what he/she is reading, that is such an active reading.

The most important in teaching and learning reading is comprehension of the reading material. According to Karen, comprehension is the center of reading.⁶ It means that comprehension is the core of reading, comprehension has a great

² William Grabe, *Reading as a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), p.2

³ *Ibid.* p.4

⁴ Karen Tankersley, *Threads of Reading Strategies for Literacy Development*. (Alexandria: Association for Supervision and Curriculum Development, 2003), p. 2

⁵ William Grabe, *Reading as a Second Language: Moving from Theory to Practice* (Cambridge: Cambridge University Press, 2009), p.10

⁶ *ibid.* p. 90

influence in reading so that the reader can get new information or knowledge when reading activities.

In comprehending a text, the students need more time to read and read the text well until they really understand what they read. In this process, the teacher should be able to motivate the student to read the text. To support students, the teacher should use appropriate strategy that make the student interest in learning English text. The strategy in teaching learning process is used to motivate the students in reading text. Therefore, they can enjoy the learning process and they do not need look for the meaning of the words in the text one by one.

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as concept of the text and students feel bored and lazy when the study English. Based on the preliminary research in SMPN 1 Terbanggi Besar in January researcher obtain data about what is the students' problem by interviewing and observing english teacher there, namely Budi Santoso. S.Pd. He said that the students there had low ability in reading skill. The problems of the students were reluctant to comprehend English texts by themselves and problems in the teaching and learning reading process in the class. In teaching reading process the teacher did not use specific strategy that focuses on reading comprehension. He only asked the students to read the text and answer the comprehension questions provided in the book or story. He revealed that students had difficulties when finding the meanings in a text and they were lack of vocabularies. He told that they had

difficulties with their reading narrative text activities skill and also comprehending reading texts⁷. The score is display in the following table.

Tabel 1
Students' Score for Reading at the Eighth Grade of SMPN 1
Terbanggi Besar of 2018/2019

No	Class	KKM		Total
		< 75	≥ 75	
1	VIII.1	22	10	32
2	VIII.2	21	11	32
3	VIII.3	18	14	32
4	VIII.4	22	9	31
5	VIII.5	18	12	30
6	VIII.6	19	13	32
7	VIII.7	19	12	31
8	VIII.8	18	15	33
9	VIII.9	20	14	34
Total		177	110	287
Percentage		62%	38%	100%

Source : Document of reading comprehension test score of an English Teacher at SMPN 1 Terbanggi Besar.

⁷ Agus Santoso, *Interview of Teacher*, (SMPN 1 Terbanggi Besar), on January 12th 2018

Based on the data in table1, there are 110 students of the 287 students who passed the test based on criteria of minimum mastery (KKM) and 177 students failed. In this case, the students score of KKM in SMPN 1 Terbangi Besar 110 and there are 177 students who got the score under the KKM. It means that students who got difficulty in reading comprehension.

That condition needs to find the strategy to resolve in order to improve reading skill. Here are many kinds of reading strategy that can be applied by teacher, one of the strategies is Choral Reading .Choral reading is a literacy technique that helps students build their fluency, Comprehension, self-confidence, and motivation in reading. During choral reading a student, or a group of students reads a passage together, with or without a teacher. Choral reading can be done individually, in small groups, or as a whole class.⁸ Choral Reading give students an independent guide for organizing and remembering information about story such as the character, setting, complication, and the solution at the story.

The result of previous research stated that story frame has an effect to increase the students' reading comprehension. It has been applied by Nadia Zorella their research entitled Increasing The students Reading Comprehension through Choral Reading Strategy at Seventh Grader Of Private Islamic Junior high School Kautsar Tapung Hilir. By using this strategy, the students can improve their comprehension about the content

⁸ <https://spedellreadingstrategies.weebly.com/choral-reading>.Accesed on 25 April 2019

of the text and it will help students in organizing information in the text easily. Choral Reading Strategy is good and appropriate strategy in teaching reading for junior high school. While, The results of this research using Choral reading Strategy shows that it was effective to improve students' reading comprehension for the second grade student of Private Islamic Junior high School Kautsar Tapung, Medan. It also can increase students' insight and knowledge in reading.

B. Identification of the Problem

Based on the background of problem, the writer identifies the problem as follows:

1. Students' reading comprehension is low.
2. There is no variety of strategy used by the teacher.
3. Students are difficulted to comprehend the text because their lack of vocabulary.

C. Limitation of the Problem

Based on the identification of the problem, the writer focused on the influence of using Choral Reading strategy toward students' reading comprehension on narrative text of the eighth grade at SMPN 1 Terbanggi Besar year of 2020/2021.

D. Formulation of the Problem

Based on identification and limitation of the problem, the writer formulated the problem as follows: is there any significant the influence of Choral Reading strategy toward students' reading comprehension of the eighth grade at SMPN 1 Terbanggi Besar academic year of 2020/2021 ?

E. Objective of the Research

Related to the problem formulation, the objective of the research is to find out whether or not there is a significant the influence of using Choral Reading strategy toward students' reading comprehension of the eighth grade at SMPN 1 Terbanggi Besar academic year of 2020/2021.

F. Use of the Research

This research is hopeful expected to be used:

1. Theoretically, to give information for the English teacher about the The influence of Choral Reading strategy toward students' reading comprehension .
2. Practically.

- a. For the Teacher

By using Choral Reading, the teacher can improve their creativity in teaching process so that goal of learning can be achieve.

- b. For the Students

It is hope that the students are interest and motivation in learning English can improve by using Choral Reading strategy.

- c. For the other

It is expected as a reference for relevant researches.

G. Scope of the Research

In this research, the writer determines the scope of the research as follows:

1. Subject of the research

The subjects of the research was the students at the eighth grade of SMP 1 Terbanggi Besar

2. Objects of the Research

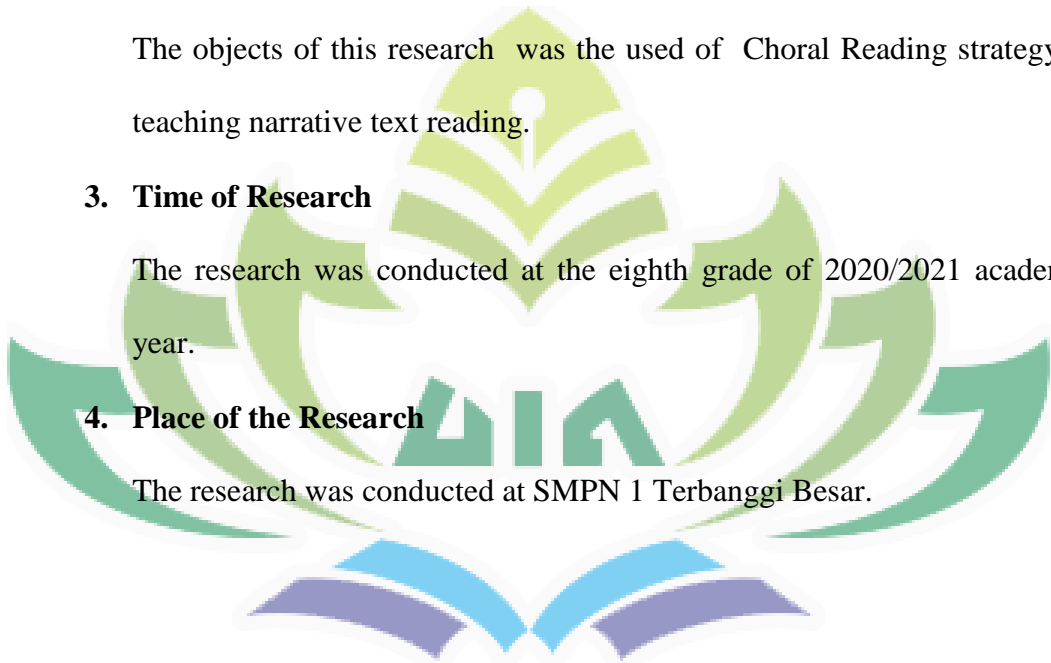
The objects of this research was the used of Choral Reading strategy in teaching narrative text reading.

3. Time of Research

The research was conducted at the eighth grade of 2020/2021 academic year.

4. Place of the Research

The research was conducted at SMPN 1 Terbanggi Besar.



CHAPTER II

FRAME OF THEORIES, FRAME THINKING, AND HYPHOTESIS

A. Frame of Theoris.

1. Concept of Teaching English as Foreign Language

TEFL is the common abbreviation for Teaching English as a Foreign Language which involves teaching students whose first language is not English. Students range in age from childhood to adult.

According to Harmer, English as a Foreign Language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in target language country.¹ It means that student can practice English at the school and institution. In this case the teacher are also demended to encourage students to practice English every time in their daily activities.

In Indonesia, English is as a Foreign language that must be taught from junior high school up to senior high school. It is hoped that students have knowledge of English that can be used communication.² Learning English as Foreign language is not too difficult if the learners do a lot of practice and exposed to situation that contents English elements in it. It means that students should practice their English regularly both inside the classroom and outside the classroom.

¹ Jaremy Harmer, *How to Teach Writting*, (New York: Longman, 2004),p.39

² Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu,2006),p.35

From all the theories have which been mentioned above, the researcher concludes that in teaching the teacher helps the students and guides them to learn easily.

2. Concept of Reading

According to Kristin, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.³ It means tha treading is an important activity. By reading, students can get more information and know what the writers' mean from the text that they read. Futher Patel states that reading is an active process which consists of recognition and comprehension skill.⁴ It means that reading is a process which done by the reader to comprehend and get the information from printed text so the reader can understand the writer means. In other words, reading is a process of finding idea of a text to comprehend the meaning of the text which is done by the reader, so that the reader can understand the messages conveyed by the writer.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁵ Thus, reading is an activity that is very active and reading is important in the process of getting meaning. The readers should be able to understand the meaning of each vocabulary and

³Kristin Lems, *Teaching Reading To English Language Learners*, (New York:London, 2010), p. 33

⁴M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools &Techniques)* (Vaishali Nagar : Sunrise,2008), p.113

⁵Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.70

the meaning of each word. It can make the readers easier to get ideas of the text.

Reading text also provides opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.⁶ It means that reading is not just get knowledge about reading but we also get opportunities to know about various ability in other skill such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts. Brown stated that reading would best be developed in association with writing, listening, and speaking activity. In other word, reading would be better if the process is combined with other skills and reading is not only improve one aspect of skill but other aspects too.⁷

Based on those theories, it can be concluded that reading is the process of getting information and comprehend in a text using eyes and brain to understand what the messages conveyed by the writer in the text. It can be understood that reading is important skill for students. By reading students will get new vocabulary to help them understand the meaning of a text, because reading is the ability to understand the meaning of a text so that students are required to be able to understand the meaning of words one by one in a sentence.

⁶*Ibid.* p.68

⁷ H.Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p.306

3. Types of Reading

According to Harmer, there are two types of reading process: intensive and extensive reading.⁸

a. Intensive Reading

The term intensive reading, on the other hand, refers to the detailed focus on the construction of reading texts which takes place usually in classroom. Intensive reading means shorter texts to extract specific information this activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. Reader is trying to absorb all the information given, example: reading dosage instruction for medicine.

b. Extensive Reading

Extensive reading refers to reading which students do often away from the classroom. Reader deals with a longer as a whole, which requires the ability to understand the component part and their contribution the overall meaning, usually for ones' own pleasure. This is a fluency activity, mainly involving understanding. Example: reading a newspaper article, short story or novel. The main ways are:

- 1) Scanning, we only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking

⁸*ibid*, p.99.

for, whether it is a name, a date, or a less specific piece of information.

- 2) Skimming, we go through the reading material quickly in order to get the gist of it, to know how it is organized, or to get an idea of the tone or the intention of the writer.⁹

4. Concept Reading Comprehension

The most important of reading is comprehension. Tankersley states comprehension is the center of reading that is the heart of reading process and we bring our life experiences to the act of reading.¹⁰ It means that comprehension is the power of reading. It is also influenced by the experience of the reader. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.¹¹ It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage.

According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹² It means comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading

¹⁰Karen Tankersley. *Threads of Reading: Strategy for Literacy Development*. (Virginia: Library of Congress Cataloging in Publication Data. 2003). p. 90

¹¹Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p. 2

¹²H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), p. 306

question form. Based on the language assessment theory by Brown, especially in reading there are some criteria that are commonly used in measuring students' reading comprehension, they are:

- a. Main idea(topic)
- b. Inference (implied detail)
- c. Grammatical features (reference)
- d. Detail (scanning for a specifically stated detail)
- e. Excluding facts not written (unstated details)
- f. Supporting idea(s)
- g. Vocabulary in context.

Based on those statements, the writer concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension like grammatical features, expressions/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

5. Concepts Choral Reading Strategy.

Choral reading involves reading aloud in unison. It can strengthen fluency and comprehension, students by providing an authentic reason to read and read while practicing reading.

The choral reading strategy is a way in which students can develop their fluency skills by being helped by the teacher in terms of pronunciation.

According to Hasbrouck, in choral reading teacher and students read a passage or sentence at a time and in this way “students get the benefit of a model while they practice reading aloud.”¹³

Bean states choral reading is the art of multiple voices speaking poetry or other lyrical writings in unison. It can be performed for parents as part of a school presentation, or it can be explored within the classroom for the sheer beauty and delight of it. And also, choral reading is quite rewarding and relatively easy to organize. Children seem to love the challenge of speaking aloud together, and it piques the interest of many students to read additional poetry or to write poetry of their own. It also teaches spoken language skills, such as diction, pronunciation, volume, rate, and pitch¹⁴

According to Freeman, choral reading is also referred to as choral speech, the simultaneous oral reading of material by two or more people, has been reported to be highly effecting in reducing stuttering.¹⁵

From the definition above, the writer concluded that choral reading strategy is reading materials in unison with one speaker or more at the same time. This strategy provides reading together which builds confidence as those who are struggling feel less self-conscious.

¹³¹³ Erika Tatiana S. T. 2006. *The Implementation of Reading Fluency Strategies in Second Graders*, Colombia: Universidad Tecnológica De Pereira. p.20

¹⁴ List Bean. *Choral Reading*. Accessed on 2018/02/23
(<https://education.byu.edu/sites/default/files/ARTS/documents/LisaBeanChoralReading.pdf>)

¹⁵ Kathryn Freeman. *Stuttering reduction During Choral Reading*, *journal of speechlanguage pathology and audiology*. Journal of Speech-Language Pathology and Audiology, Vol .22, No.3, september 1998. p.188

6. Design of Choral Reading Strategy

According to Rodgers, design is the level of method analysis in which consider a) what the objectives of a method are; b) how language content is selected and organized within method, that is, the syllabus model; c) the types of learning tasks and teaching activities the methods advocates; d) the roles of learners; e) the roles of teachers; f) the role of instructional materials.¹⁶ It means that there are six items to design of choral reading strategy, they are: learning objective, syllabus model, learning activity, role of teacher, role of students, and the role of material. The objective of choral reading strategy is to help students to develop reading fluency in a meaningful context. This strategy is designed to help students who have little to no experience with reading fluently to gain confidence, speed and process words automatically.

Based on School-based curriculum (KTSP), the aim of teaching English is to achieve students' communicative competence. The students are expected to master five competencies. They are *linguistic competence* (vocabulary, grammar, punctuation and pronunciation), *socio-cultural competence* (how to communicate such as politeness, formal or informal, etc.), *discourse competence* (context), *strategic competence* (how to overcome the problems in communication) and *actional competence* (listening, speaking, reading and writing). Indonesian students have to achieve those four

¹⁶ Gang Zhou, *Approaches to Language Teaching and Learning*. Journal of language teaching and research, Vol. 6, No.4, pp. 798-802, July 2018. doi:10.1750/jltr.0604.11

actional competences, and one of them is reading. Based on BSNP¹⁷, the aims of the teaching and learning process of reading in junior high schools is to understanding the meaning of short functional text in daily life and a structural syllabus is needed as a list of the basic structures and this studies is based on curriculum. The learning activity is comprehending the text that use teacher's guidance by using choral reading strategy in teaching learning class.

The role of the students in choral reading strategy are following the teacher's guidance and do what the teacher said to read individual lines, in pairs or in unison. Harmer says that the age of our students is the major factor in our decisions about how and what to teach. People in different age have different needs, competences, and cognitive skills.¹⁸

The role of teacher in choral reading strategy is as the center to guide the students to develops effective and fluent read aloud skills by using choral reading strategy guidance. An important role of a teacher is as a facilitator of learning process. Harmer, says that there are several roles of teacher in the teaching and learning process; organizer, observer, feedback organisor, prompter.¹⁹ The role of material in choral reading strategy are posters, large books and overhead projector. The reading posters, large books, and

¹⁷ BadanStandar Nasional Pendidikan (BSNP). 2006. *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Depdiknas . p. 307

¹⁸ M, Briggs. 2014. *The Second Language Teaching and Learning: the Roles of Teacher, Students, and the Classroom, Environment*. Utah State University: United State. p.13

¹⁹ J, Harmer. 2007. *The Practice of English Language Teaching*. Person Education Limited: England). pp. 283-286

projector are consist of suitable reading material text will be learned in the junior high school. In the area of teaching reading of the seventh grade students Junior High School, students are expected to be able to understand the meaning of short functional text in daily life in the first semester.

7. Procedure of Choral Reading Strategy

In this research, there are five steps for choral reading. They are: before reading, Modeling the text, during reading, after reading, second reading²⁰. **Step 1: Before reading.** Before reading, introducing new words.

Before modeling the text, select specific words that the students may not be familiar with or may have difficulty pronouncing. Pay attention to unfamiliar content words. Teacher models these words aloud for the class while students are looking at the word. Students repeat word after teacher pronounces it.

Step 2: Modeling the text. While students are following along silently with their text, the teacher models reading the text aloud. Teacher uses appropriate expressive reading and reading rate. Pay attention to commas, periods, and phrases.

Step 3: During reading. Students now read the text aloud in unison. To begin the class reading together, teacher uses a “3-2-1” countdown. Teacher must read aloud in a loud voice. Teacher travels the room during

²⁰ David Paige. 2009. *Routine for Whole Group Choral Reading*. Bellamine University: Louisville. p.23

the reading. Teacher makes a mental note of difficult words and phrases to review after reading.

Step 4: After reading. Review problem words and phrases. Teacher models words and phrases that were difficult for the class. Ask the class for questions regarding any text that was confusing or difficult.

Step 5: Second reading. Students read the text once each day.

The second procedure teaching choral reading strategy. In choral Reading, students read a design passage aloud. The leaders is usually the teacher or another model reader. First, the teacher or model reader priviews a passage for the students, and they all make prediction about what the passage will be about. Then the teacher read the passage aloud first byhissself, the the students joiningin. Next the teacher fadeshis voice and allows the students to take the lead reading passage aloud.the last the students retell the text and answer comprehension question.

During the exercise, students should read as quickly as possible as group without speed-reading.is there is time available. The teacher should select pairs of the students to read the passage again. Again, it is important that the teacher ensures that english language learners have adequate background knowladge and vocabulary knowladge for the passage they are reading. Also many english language learners are sensitive about reading aloud because of their pronouncation and difficulties with english.²¹

²¹ Sylivia linan Thompson and Sharon Vuaghen, *Research-Based methods of Reading*, p.63

8. Advantage and Disadvantage of Choral Reading Strategy

According to Yoneoka, there are four advantages cited in the survey above and reiterated below should be just as valid, if not more so, in a group reading setting as in an individual one. Consider: (1) Expansion of oral vocabulary-choral reading with a native or near-native pace making model provides a setting conducive to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times and key vocabulary words are introduced between readings, (2) Developing awareness of the sounds of the language – the pace making model not only provides an immediate pronunciation for unknown words which is simultaneously produced by the student, but also provides immediate feedback for words which students have mispronounced, (3) Facilitation of chunking of words in meaning ful groups– choral reading naturally leads students to read in “chunks”, following breaks between the word groups provided by the model. (4) Development of self confidence – the constant, spontaneous and to a great extent unvarying feedback by the model provides a measure by which students can infer the extent of their own improvement, both in reading speed and understanding.

The disadvantage of choral reading strategy are: (1) choral reading frequently will slow down our reading speed that it always emphasize to improve. (2) choral reading only can give a few students chances of practice while the others feel bored. (3) the students are easy to be

embarrassed when reading. They will read worse when being corrected by teacher. (4) compared to conversation and discussion, choral reading has little practical value unless the student will be the announcer in the future.²²

1. Concept of Genre of Text

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.²³ It means that text is arranging of words to be a sentence. Based on Syllabus, many types of texts are taught in junior high school. They are descriptive, recount, procedure, report, recount and etc. However, According to Gerrot and Wignel, there are kinds of genre :

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount text is a text telling some one what you have done.

c. Report

²² Judy Yoneoka, "Choral Reading vs. Individual Oral and Silent Reading: Relative Validity of the Alternatives in the English Reading Classroom", accessed on 2018/02/23, (www.kumagaku.ac.jp/teacher/~judy/gyoseki/09/09.doc)

²³ Peter Knapp & Megan Watkins, *Generic Text, Grammar* (Sydney Australia: University of New South Wales Press Ltd, 2005), p.29

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

d. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to entertain the reader.

h. Procedure

Procedure text is a text telling someone else how to do something.

i. Description

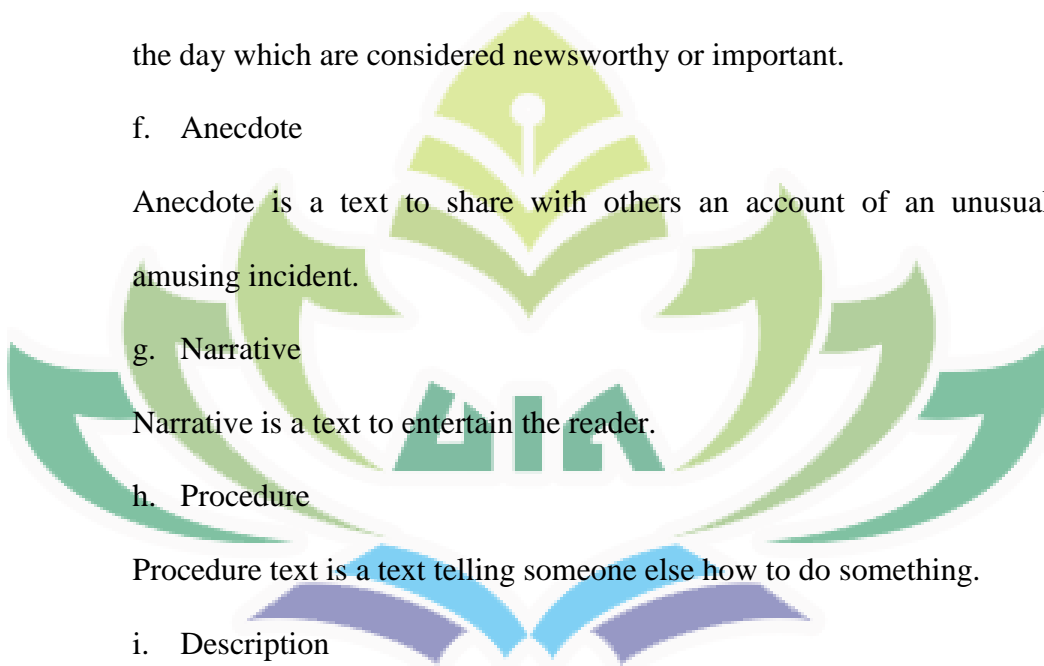
Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a fundamental process in the exchange of information and ideas.



l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews is a text to critique an art work or event for a public audience.²⁴

Based on those explanations, it can be concluded that there are types of text such as narrative, recount, and report. Each text has a difference in purpose and characteristics, but writer only focused on one text genre that is about narrative. Narrative is a text a piece of text which tells as to and entertains the readers or listener. By uses a narrative text, the students are hope can comprehend the reading activities.

2. Concept of Narrative text

a. Definition of Narrative text

According to Smith ,narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences.²⁵ It means that narrative text is a kind of text that deals with telling about event or something action there al in life to someone.

According to Anderson, narrative text is a piece of text tells a story and, in doing so, entertains informs there reader or listener.²⁶ It means that

²⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales:GerdStabler, 1994), p.192-217

²⁵AsianEFL Journal,ProfessionalTeachingArticles,Vol.44May2010,p. 149

²⁶MarkAndersonandKathyAnderson,*TextTypesinEnglish2*,(SouthYarra:Macmillan,197),p.

narrative text is tells a story inform text the important and for give information to the reader and listener.

According to Herlina, narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors .A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.²⁷ It means that narrative text is a tell story about events the correct and real incident. In curriculum 2004 narrative text is defined as a text which function is to amuse, entertain, and to deal actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point some kind in turn finds a resolution.²⁸ It means that narrative is a text tells about something interesting that has to amuse, entertain or the readers, that the plot consist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and non- fictional.

Based on the descriptions, the writer concluded that narrative text is a story to entertain and narrate the audience, its the plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then, the narrative text narrate about fictional and non-fictional.

b. Social Function of Narrative Text

The main purpose of a narrative text is to a muse, entertain and deal with

²⁷English Education Journal,*Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building* in 2012, p.149

²⁸Intan Karolina, *Teaching Narrative Text In Improving Writing*, English Journal, SMA Negeri 1 Pematang In 2006, p.8

actual and vicarious experience.²⁹ It means that the purpose of narrative text from the writer is to tell story and entertain the readers. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners.³⁰

Based on those explanations, there are two purpose of narrative. The first is purpose for writer and the second is purpose of readers. For the writer, he or she can tell or create the narrative story and entertain the readers. For the readers, after reading the text, the story can entertain them and give a experience.

c. Language Features of Narrative Text

The language features usually found in narrative are :

- 1) Focus on specific and usually individualized participants.
- 2) Use of materials processes (and in this text, behavioral, and verbal processes).
- 3) Use relational processes and mental processes
- 4) Use temporal conjunctions, and temporal circumstances
- 5) Use of past tense.³¹

From the explanation above, narrative text has certain language features which is adapted from a story and to help the readers in understanding the story.

²⁹EnglishEducation Journal,*Op. Cit*, p. 149

³⁰MarkAndersonandKathyAnderson,*TextTypesinEnglish2*,(SouthYarra:MacmillanEducationAustralia PTYLTd,1997), P. 6

³¹SanggamSiahaan,*GenericTextStructure*,(Yogyakarta:GrahaIlmu,2008),p. 73

d. Generic structures of narrative text.

A narrative text will consist of the following generic structure:

1) Orientation

Introducing the participants and informing the time and the place.

2) Complication

Describing the rising crises which the participants have to do with

3) Resolution

Showing the way of participant to solve the crises better or worse.³²

According to Siahian, generic structure of narrative text are as follows :

1) An Orientation

Set the scene and introduces the participants.

2) Evaluation

A stepping back evaluate the plight.

3) Compilation

A crisis arises.

4) Resolution

The crisis is resolved, for better or for worse.

5) Re-orientation

An optional³³.

e. Example of Narrative Text

³²Soneta Welliya, *Bahan Ajar Narrative Text*, (Jakarta: SMA 78 Jakarta, 2015), p. 1

³³*Ibid*, p. 74

The Legend of Nyi Roro Kidul

(The Queen of South Ocean)

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess soft sun. Her Father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The king was very sad. No one could cure his daughter's illness. The king did not want her daughter's to be a rumor so he sent his daughter away.

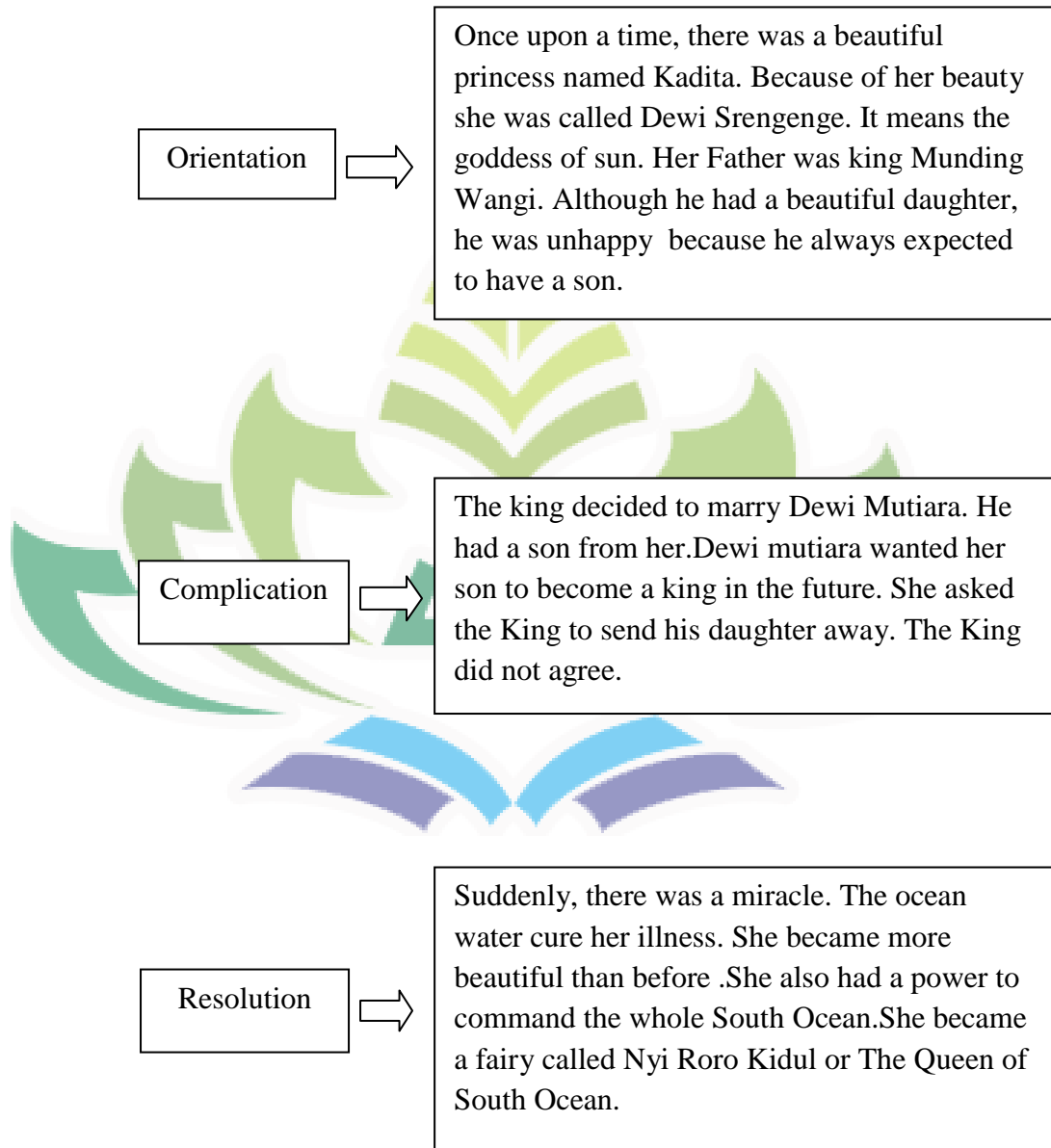
The poor princess did not know where to go. However, she had an noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cure her illness. She became more beautiful than before. She also had a power to command

the whole South Ocean. She became a fairy called Nyi Roro Kidul or

The Queen of South Ocean

Generic Structure



3. Concept of Students' Reading Comprehension in Narrative Text

Reading comprehension is the students' ability to comprehend and understand the reading material that gives information to the readers and how to catch main ideas in the text.³⁴ Therefore, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding reading text students develop mental models, or representations of meaning of the text ideas during the reading process.

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.³⁵ It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers. Based on Brown theory, especially in reading, there are some criteria commonly used in measuring students' reading comprehension ability, they are:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (unstated details)
6. Supporting idea

³⁴I.S.P. Nation, *Teaching ESL/ EFL Reading and Writing*, (New York : Routledge, 2009)

³⁵Sanggam Siahaan, *Op. Cit*, p.73

7. Vocabulary in context.³⁶

Based on the explanation above the writer concluded that students' reading comprehension in narrative text is the ability to comprehend the reading material that tells the readers about a story as if the readers take part in the story that is purposed to amuse the readers with good ability to deal with question related to main idea, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, vocabulary in context.

B. Frame of Thinking

Reading is an important ability in English learning, because in the modern era all the information comes to us in the form of text, so we should have the reading ability to be able to know the information because reading (text) is a tool of communication between readers and writers. Therefore, we should be able to comprehend the text so we can get the information from the text. Many students got difficult to comprehend the text, so they had difficulty to find the main idea of the text because they have lack of vocabulary. Therefore, the researcher should use the suitable strategy in reading comprehension to solve this problem and to increase the student reading comprehension.

³⁶H. Douglas Brown, *Language Assessment Principles and Classroom Practice on Education*, OpCit, p. 206

Choral Reading would be increase students motivation to learn, help the students to understand the information from the text, and the students also brought into interesting situation and enjoyable situation. So the students would be easier to comprehend the meaning and find out the Information and main idea of the text. Choral Reading is the strategy focused on the story structure to aid in comprehension. Choral reading in this research is a strategy that used by the teacher to help the students remember about the story. Therefore, Choral Reading is a appropriate strategy to solve the problems identified by the researcher in the class VIII at SMP N 1 Terbanggi Besar.

C. Hypothesis

Based on the theories and assumption, this research formulated the hypothesis as follows:

Ha: There is a significant influence of using Choral Reading strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of SMPN 1 Terbanggi Besar, in the academic year of 2020/2021.

Ho: There is no significant influence of using Choral Reading strategy towards students' reading comprehension on narrative text at the first semester of the eighth grade of SMPN1 Terbanggi Besar, in the academic year of 2020/2021.

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